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ABSTRACT

This handbook outlines the grade 1 course entitled "People at Home and at School." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the first grade level. Topics covered include individual development, safety, time concepts, family, social roles, rules, the relationship of home to school, school and family needs, cooperation, conflict, and communication. Two appendices contain California education codes concerning history and social science instruction and the observance of special events. A list of media resources is also included. (LP)

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FIRST GRADE

HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*

ED243738

*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

SP 015 547

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ACKNOWLEDGEMENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE

*EDUCATION IN CALIFORNIA**

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world-students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.

- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.

- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.

- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

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*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 3.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

Knowledge

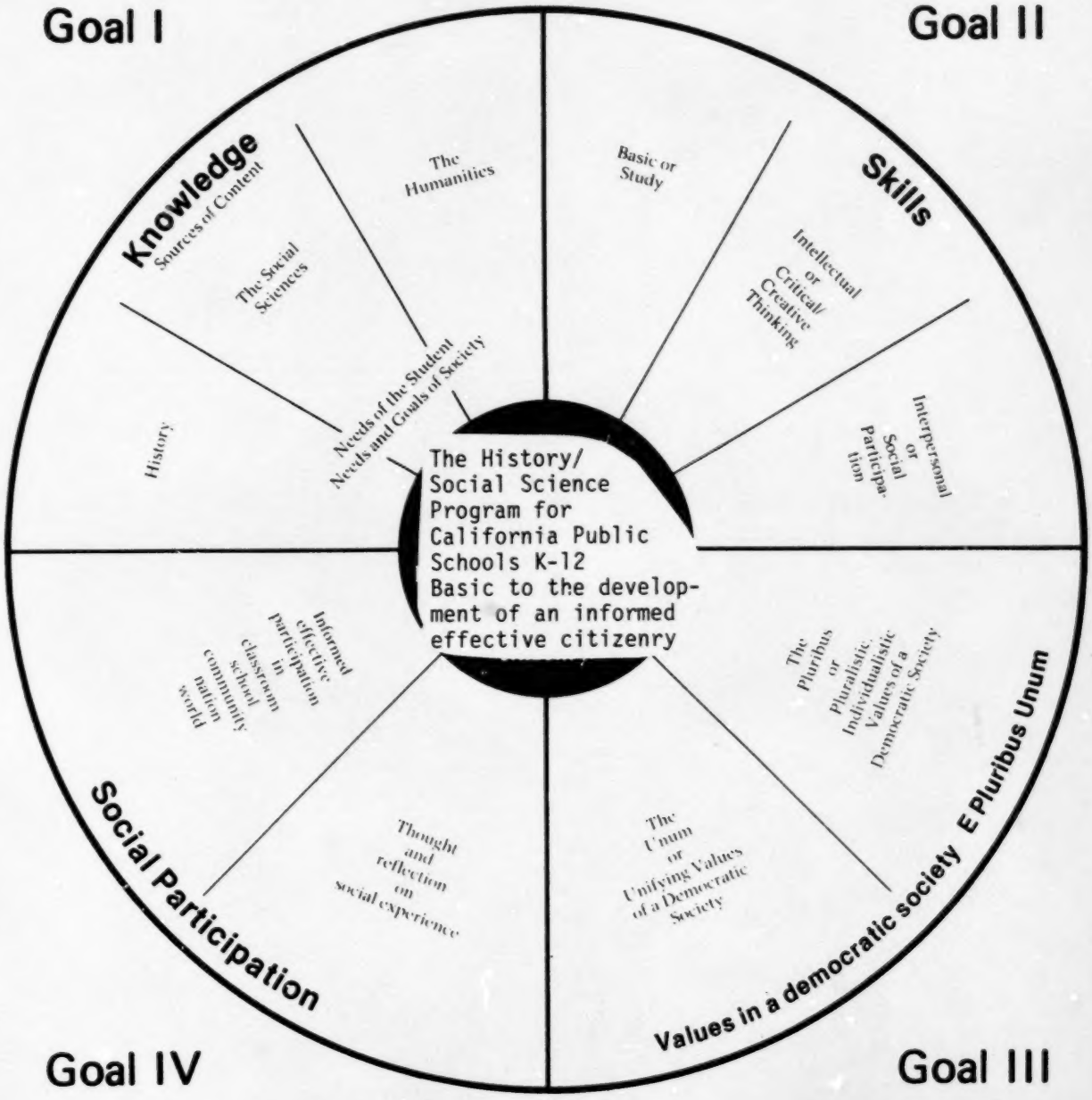
Skills

Values

Social Participation

Those goals are illustrated in the circular chart shown on page 2.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM


Goal I
Goal II
Knowledge
Sources of Content
The Humanities
The Social Sciences
History
Needs of the Student
Needs and Goals of Society
Skills
Basic or Study
Intellectual or Critical/ Creative Thinking
Interpersonal or Social Participation
The History/ Social Science Program for California Public Schools K-12 Basic to the development of an informed effective citizenry
Social Participation
Informed effective participation in classroom school community nation world
Thought and reflection on social experience
Values in a democratic society E Pluribus Unum
The Unum or Unifying Values of a Democratic Society
The Pluribus or Pluralistic, Individualistic Values of a Democratic Society
Goal IV
Goal III

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

Grade Level	Major Focus
KINDERGARTEN: Myself And Others In My World	Learning about the physical/social/emotional dimensions of self and others.
GRADE 1: People At Home And At School	Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives.
GRADE 2: People As Members of Groups	Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making.
GRADE 3: People As Members of Communities	Understanding the nature of communities and how people make communities function.
GRADE 4: People of A Region: California	Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world.
GRADE 5: People of A Nation: The United States	Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life.
GRADE 6: Our World, Its Diverse Peoples And Their Societies	Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.)

Areas of Study:
Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES, AND THEIR SOCIETIES

THE PEOPLE OF A NATION: THE UNITED STATES OF AMERICA

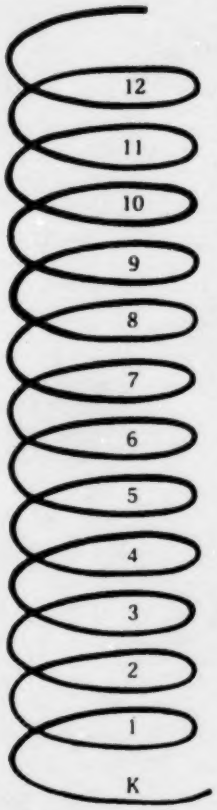
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD



Grades 11 - 12
focus:
U.S. ideals, traditions, Institutions; Political, Economic and Social Systems

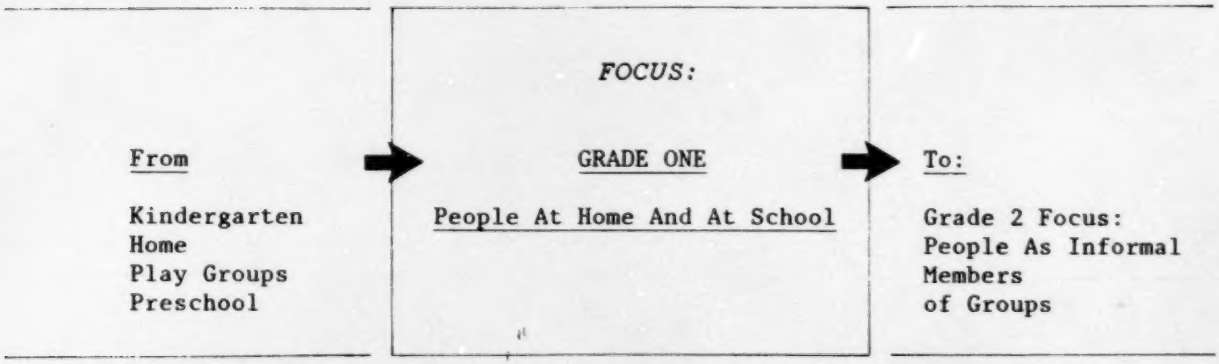
Grades 9 - 10
focus:
Civic literacy and a World View

Grades 7 - 8
focus:
How our nation/world came to be as they are.

Grades K - 6
focus:
People: Where and How they live

HISTORY-SOCIAL SCIENCE IN GRADE ONE

Topics of Instruction, Concepts, Skills
Suggested Learning Activities and Media Resources for Kindergarten



GRADE ONE - People At Home And At School

Exploring relationships of people in students' own homes and schools, as well as homes and schools in other cultures and societies, provides many opportunities to develop understandings and appreciations of how roles, ethnic heritages, traditions, the physical environment and social and economic factors influence people's daily lives.

TOPICS OF INSTRUCTION:

1. The uniqueness of me: how I am both like and different from others. (Note: a brief review of the major theme or focus of instruction in kindergarten.)

2. Getting from home to school safely.

3. Time and my life (times for work, times for play; minutes, hours, days of the week; months of the year, seasons).

4. Roles people play in my family and at my school.

5. Relationships of home to school (space, time, people, rules, responsibilities, learning at home and at school, my rules at home and at school).

6. Families-my own and others in the community and in the world.

7. Meeting needs at home and at school.

8. Cooperation, conflict, and communication at home and at school.

CONCEPTS:

The following concepts to be introduced or reinforced and extended in grade one flow from or are allied to the topics for instruction. Not only should students in grade one be introduced to these concepts through planned readiness experiences and/or explicit, systematic instruction, but they should be encouraged to incorporate them into their working vocabularies and to evidence their comprehension in other ways as well.

home	cooperation	time (minutes/hours/
rules	beauty	weeks/months)
rights	needs	holidays
relationships	conflict	seasons
responsibilities	communication	environment
safety	accomplishment	community
health	improvement/progress	world
roles	needs	an American
school	wants	appreciation

SKILLS:

At each grade level skills drawn from the three major categories shown below are to be introduced, reinforced, and extended. The following list of skills to be emphasized in grade one is not exhaustive. It is an illustrative listing, but the skills identified here should definitely be emphasized in grade one.

A. *Basic or Study Skills: Students in Grade One should learn to:*

- Identify by name and role the significant others in their lives at home and at school (i. e., names of parents, siblings, teachers, principal, classmates, etc.)
- Learn to tell time by the clock to hour and half-hour intervals.
- Use a calendar.
- Use names of days of the week in order.
- Describe how/why one season of the year differs from another.
- Identify a sequence of ideas in a given story or set of pictures and select those that are the most important.
- Distinguish among the concepts of before, after, and between.

B. *Intellectual or Critical/Creative Thinking Skills: Students in Grade One should learn to:*

- Compare similarities and differences in life at home and at school.
- Articulate important safety rules and explain their importance.
- Demonstrate on paper understanding of rudimentary concepts of space (i. e., below, above, inside, outside, first, middle, last, beginnning, ending, etc.)
- Distinguish between true/untrue and between fact/fiction and between real/imaginary.
- Interpret pictorial materials (pictures, cartoons, simple charts/graphs).
- Suggest appropriate endings for stories or consequences of particular actions.
- Develop a vocabulary of logic terms: and, or, not, for example.

C. *Interpersonal or Social Participation Skills: Students in Grade One should learn to:*

- Show respect for the rights/opinions/property of others.
- Participate in activities which require group cooperation.
- Accept warranted criticism from adults and peers.
- Appreciate the contributions of others and offer warranted praise to others.
- Help maintain a clean/orderly classroom.
- Take the initiative in performing tasks which will enhance the quality of life at home and at school.

SUGGESTED LEARNING ACTIVITIES:

The activities listed here were suggested by experienced grade one teachers to illustrate some ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities are appropriate to the history-social science topics to be studied in grade one. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. Make an "All About Me Book" which could include such items as My Family, My Pet, My Favorite Foods, What I Like Best To Do, What I Dislike Most, etc.

2. Introduce and extend map skills by making a map of the classroom (group effort), of the playground (class effort).

3. Display map of community or neighborhood with pins showing where school is located, where each child lives. Discuss route each child takes to school. Identify other major landmarks important to children in class. If possible, visit them. Put pin on map to identify location of that landmark; discuss its importance/signifcance in child's life.

4. Make stop signs, stop lights and use them for role playing.

5. Encourage children to make safety posters illustrating important rules. Let them discuss/explain the importance of those rules.

6. Use commercially prepared safety posters (i. e., those obtainable from National Safety Council, Red Cross, Automobile Associations, etc.) as stimuli for discussion, impromtu dramatizations, role playing.

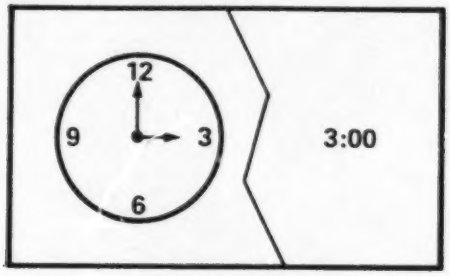
7. Make a "My Day" or "My Weekend" booklet in which each child can illustrate what happened in his/her life on Friday evening, Saturday, and Sunday (three-part sequence).

8. Teach about each season as it occurs during the year by using movies, study prints, magazine pictures, student's own pictures as well as by observing changes which are occurring in student's own immediate environment. Note trees budding, leaves falling; cooling, warming trends. Discuss how/why kinds of clothes worn differ from one season to the next; how the nature of activities undertaken change, etc.

9. Use Judy Clock to introduce the concept of clock/time.

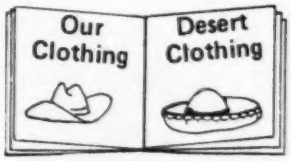
10. Use standard clock and digital clock side by side in classroom and discuss differences/similarities.

11. Use clock stamp. Draw hands on face. Cut apart to make jig saw puzzles for both hour and half hour.



12. Collect/display pictures of landscapes around the world. Then use pictures of dwellings suited to various areas. Discuss the building materials used and why they were selected. Emphasize the appropriateness of different building materials used or architectural features employed by various peoples. Take advantage of the fact that there may be children in the classroom who have lived in other countries/climates and let them share their experiences/knowledge.

13. Compare/contrast ways in which peoples meet their needs throughout the world as compared to ways in which needs are met in students own classrooms/homes. Encourage students to make picture booklets using their own drawings or those cut from magazines.



14. Invite persons who perform various roles in the school or in families to visit classroom and talk with children or arrange for children to visit them. (Example: visit school principal in her/his office to find out what she/he does, etc.)

15. Encourage children to dramatize or pantomime how members of their families earn money, help in the household, care for others, etc.

16. Prepare a bulletin board using theme, "Who is an American?" Use pictures of students themselves and their families. Add pictures clipped from magazines. Discuss what it means to be an American and how many different kinds of people are entitled to be called Americans.

17. Role play situations in which people can come into conflict or in which they can cooperate and discuss their differences.

18. Encourage children to learn how to resolve peer conflicts peacefully and fairly.

19. Discuss the importance of rules, how and why rules are made, enforced, and how/why infractions of rules entail penalties of various kinds.

20. Help children expand their understanding of the concept of beauty in a variety of ways. Encourage them to appreciate beauty in nature, song, art, dance. Ask them to identify persons who have made their world better or more beautiful. Encourage children to recognize ways in which they, too, can make their world in the classroom, at school, at home, in the neigborhood better and more beautiful. Provide opportunities for them to do so.

21. Make a timeline of months of the year showing each child's birthday. Use symbols or student-made drawings to enliven the timeline.

22. Ask each child to keep a log of all the jobs he/she does at home (and in the classroom) for a week. Compare logs.

23. Draw clocks and indicate the time various school activities are performed. Put in correct sequence.

24. Role play to find solutions to various conflicts at school or home. Make puppets and have spontaneous plays to resolve conflicts.

25. Fold paper into four sections. Draw a seasonal picture in each section to represent the four seasons. Include a person with appropriate activity and clothing. (Lead into unit of why seasons change.)

26. Use songs as a means of extending social studies knowledge and for enjoyment. Introduce children to holiday and seasonal songs. (For ideas about traditional primary holiday songs see Bag O' Tunes.) Also, introduce children to some American songs such as "America", "America, the Beautiful", "This Land is My Land", etc.

27. Use one or more of the Project CHOICE units listed below. These units are available from the Kern County Superintendent of Schools Office: Career Education.

    The Telephone (Stock #159) Helps children learn how the telephone works, what equipment is used, how to use the telephone correctly, what jobs are important in telephone communication.
    The Family (Stock #166) Helps children recognize the need for families to work together.
    Measurement (Stock #167) Introduce measurement skills and relates them to everyday life.
    Self Awareness (Stock #172) Helps children become aware of themselves in their home and school environment.
    The Person I Am - First Grade (New 1/82--Stock #211) Provides activities which help students develop more positive self-concepts, become more aware of abilities and interests, learn decision-making skills, develop their value structures and gain self-confidence.
    Introduction to Working (Stock #173) Helps children become aware of the work being done in their environment and its relationship to school skills.

MEDIA RESOURCES:

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resource Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

BEGINNING RESPONSIBILITY - GETTING READY FOR SCHOOL 2241
MP K-3 11 MIN CORF 1969
SHOWS VARIOUS WAYS IN WHICH TO PLAN AND ORGANIZE IN PREPARATION FOR A DAY AT SCHOOL.

BEGINNING RESPONSIBILITY - RULES AT SCHOOL 3527
MP 1-3 11 MIN CORF 1965
EXPLAINS HOW A CLASS MAKES RULES AND WHY THEY ARE IMPORTANT. CONSIDERS THE REASONS FOR FOLLOWING SCHOOL RULES ABOUT PROMPTNESS, GOOD CONDUCT, AND PLAYGROUND SAFETY.

BIRTHDAY IN THE U.S.A., JAPAN, AND THE U.S.S.R. 8215
MP 1-3 12 MIN BARR 1976
A COMPARATIVE LOOK AT CHILDREN IN THE UNITED STATES, JAPAN, AND THE U.S.S.R. AS THEY OBSERVE THEIR BIRTHDAYS ON THE SAME DAY.

BURL IVES SINGS CHILDREN'S FAVORITES 764
TK 1-3 COLH 1966
LITTLE WHITE DUCK, LITTLE ENGINE THAT COULD, FROGGIE WENT A-COURTIN', OO-NOT SONG, TWO LITTLE OWLS, FOOBA WOOBA JOHN, GREY GOOSE, THE WHALE, BUCK-EYE JIM, SON TOOK THE MEASLES, THE GOAT, AND OTHERS.

BURL IVES SINGS CHILDREN'S FAVORITES 1141
TC 1-3 1 TC COLH 1966
LITTLE WHITE DUCK, LITTLE ENGINE THAT COULD, FROGGIE WENT A-COURTIN', DONUT SONG, TWO LITTLE OWLS, FOOBA WOOBA JOHN, GREY GOOSE, THE WHALE, BUCKEYE JIM, SON TOOK THE MEASLES, THE GOAT, & OTHERS.

BUSY BODIES 3758
MP K-6 10 MIN STAN 1971
DESIGNED TO ENCOURAGE CHILDREN TO ENGAGE IN SELF-MOTIVATED EXERCISE AND PROMOTE AN AWARENESS OF BODY MOVEMENT IN EVERYDAY ACTIVITIES.

CHILDREN'S CLASSICS 2966
FK 1-3 4 FS 1 TR SVE 1966
USES ILLUSTRATIONS TO PRESENT CHILDREN'S STORIES - FOUR MUSICIANS, LITTLE RED HEN AND THE GRAIN OF WHEAT, THREE BILLY GOATS GRUFF, AND THE TOWN MOUSE AND THE COUNTRY MOUSE.

CITY IN WINTER 1374
MP 1-3 10 MIN EdEC 1969
POINTS OUT UNIQUE QUALITIES OF A CITY IN WINTER AND PRESENTS STUDENTS WITH AN OPPORTUNITY FOR CREATIVE THINKING ABOUT WINTER. NO NARRATION OR ON SOUND TRACK.

COLOR IS A DAY 7361
MP 1-3 10 MIN PFP 1972
A VISUAL EXPERIENCE ENCOMPASSING MANY MOODS AND COLOR SCENES OF A DAY IN NATURE.

COUNTRY MOUSE AND THE CITY MOUSE 4139
MP 8 MIN CORF 1962
AESOP'S FABLE PRESENTED IN MODERN CONTEXT. ANIMATED.

FIVE FAMILIES (BILINGUAL EARLY CHILDHOOD PROGRAM) 3790
FK K-3 5 FS 3 TC IN SCHOAV 1974
DEPICTS CULTURAL SIMILARITIES AND DIFFERENCES IN THE LIVES OF PEOPLE ACROSS THE U.S.A.

FOLK AND FAIRY TALES FOR CHILDREN 2393
TC K-3 6 TC IN SPA 1971
INCLUDES WORKS BY THE GRIMM BROTHERS, HANS CHRISTIAN ANDERSEN, JOSEPH JACOBS, AND CHARLES PERRAULT.

GOING TO SCHOOL IS YOUR JOB 7508
MP K-3 16 MIN JOU 197
COMPARES ROLES OF YOUNG STUDENT AND SCHOOL WITH THOSE OF PARENTS AND COMMUNITY TO SHOW CHILDREN THE IMPORTANCE OF DOING A GOOD JOB OF GOING TO SCHOOL.

GOLDEN DEER (A TALE OF INDIA) 2598
MP 1-3 10 MIN CORF 1974
A FOLK TALE ABOUT A LITTLE PRINCESS WHO DREAMS OF A SINGING GOLDEN DEER, AND A BOY'S DECISION WHEN HE CAPTURES IT. ANIMATION.

HOW DO YOU KNOW YOU'RE GROWING UP 3823
MP 1-3 9 MIN SAIF 1969
HELPS TO MAKE CHILDREN AWARE OF THE FACT THAT THEY ARE GROWING UP--MENTALLY, EMOTIONALLY, AND PHYSICALLY.

HOW WILL I GROW 2626
MP 1-5 15 MIN NET 1970
REVEALS CHILDREN'S THOUGHTS ABOUT WHAT IT MEANS TO BE A BOY OR GIRL AND WHAT THEY THINK IT WILL MEAN WHEN THEY GROW UP. SUGGESTS ANSWERS TO QUESTIONS ABOUT BOTH ROLES IN TODAY'S SOCIETY.

IN, OUT, UP, DOWN, UNDER, OVER, UPSIDE DOWN
MP K-1 8 MIN ACI 1969
COMBINES PICTURES, SOUNDS, AND PRINTED WORDS TO HELP CHILDREN UNDERSTAND WORD MEANINGS.

LET'S MEASURE - USING CENTIMETERS, METERS AND KILOMETERS. 7562
MP 10 MIN CORF 1977
TWO YOUNGSTERS MEASURE A NOSE, A BOY, FOOTSTEPS, A PONY, ETC., TO GAIN AN UNDERSTANDING AND APPRECIATION OF CENTIMETER, METER, AND KILOMETER UNITS.

LOOK AT YOU 3864
MP K-1 13 MIN ECI 1972
WEBSTER THE WISE OWL, AND ORSEN THE EAGER YOUNGSTER WHO HAS VERY LITTLE SELF-CONCEPT IDENTIFY THE VARIOUS PARTS OF THE FACE AND THE FUNCTIONS EACH PART PERFORMS.

LOOK AT YOU - BODY 3865
MP K-3 8 MIN ECI 1972
PARTS OF THE BODY ARE DISCUSSED INDIVIDUALLY AND REPEATED SEVERAL TIMES USING DIFFERENT VISUALS EACH TIME, BOTH ABSTRACT AND REAL.

LOOK AT YOU - HEALTH 3866
MP K-3 13 MIN ECI 1972
HAROLD THE COMPUTER EXPLAINS THE IMPORTANCE OF BRUSHING TEETH, EXERCISE, BATHING, WELL-BALANCED DIET, REST, AND LOVE.

LOOK AT YOU - MUSCLES 3867
MP 1-3 8 MIN ECI 1972
CHILDREN ARE INTRODUCED TO THE CONCEPTS OF BRAIN IMPULSES AND MUSCLES ON A LEVEL WHICH THEY CAN COMPREHEND.

MAMMALS 7926
MP 1-3 10 MIN PARACU 1978
USES FAMILIAR AND EXOTIC ANIMALS TO ILLUSTRATE THE CHARACTERISTICS OF MAMMALS, INCLUDING MOVEMENT, BUILDING AND SEEKING SHELTER, AND CARING FOR OFFSPRING.

MEASURING TIME WITH A CALENDAR 4740
FK 1 FS LTC CORF 1969
GEORGE AND GENRY FIND THE CALENDAR USEFUL FOR KNOWING THE DAYS, WEEKS, MONTHS, AND SEASONS OF THE YEAR, AND FOR KEEPING TRACK OF BIRTHDAYS, SPECIAL EVENTS, HOLIDAYS, AND VACATION.

MEASURING TIME WITH A CLOCK 4741
FK 1 FS 1 TC CORF 1969
A 'TALKING CLOCK' TEACHES TOM HOW TO TELL AND WRITE TIME BY WATCHING THE MOVEMENT OF THE MINUTE, HOUR, AND SECOND HANDS, HOW TO DIVIDE THE DAY INTO HOURS AND HOURS INTO QUARTERS.

NAMES, NAMES, NAMES AND WHY WE NEED THEM 7320
MP 1-3 10 MIN SAIF 1975
POINTS OUT TO CHILDREN THE IMPORTANCE OF NAMES FOR PEOPLE, PLACES AND THINGS. SHOWS HOW PEOPLE COULD NOT COMMUNICATE WITHOUT NAMES.

NOW I AM BIGGER 3053
MP K 10 MIN BARR 1975
ORIENTS CHILDREN TO THE IDEA THAT HUMAN AS WELL AS ANIMAL BABIES BEGIN LIFE DEPENDENT UPON OTHERS AND THEN GRADUALLY LEARN TO TAKE CARE OF THEMSELVES.

ON YOUR WAY TO SCHOOL 3447
MP K-3 10 MIN DAVP 1971
FOLLOWS BOB AND NANCY ON THEIR WAY TO A NEW SCHOOL. SHOWS HOW THEY SAFELY AND CORRECTLY COPE WITH VARIOUS TRAFFIC PROBLEMS AND HOW THEY REMEMBER ALL THE SAFETY RULES THEY HAVE BEEN TAUGHT.

OUR FAMILY WORKS TOGETHER (CORONET) 8101
MP 1-3 11 MIN CORF 1979
TELLS STORY OF TWO CHILDREN WHOSE MOTHER RETURNS TO SCHOOL, AND HOW THEY DISCOVER THAT THERE'S MORE TIME LEFT FOR PLAY WHEN EVERYONE PITCHES IN TO DO CHORES.

OUR WONDERFUL BODY - HOW WE KEEP FIT 4363
MP K-2 9 MIN CORF 1973
DEPICTS IMPORTANCE OF EXERCISE, NUTRITION, REST, MEDICAL CARE, PROPER CLOTHING, ETC., IN KEEPING PHYSICALLY FIT.

PLAYGROUND SAFETY - THE PEEPERKORNS 7367
MP K-2 10 MIN MGHT 1975
TOY FIGURES ON A TOY PLAYGROUND SHOW THE DO'S AND DON'TS OF SAFE BEHAVIOR ON THE PLAYGROUND.

PREPARING FOR WINTER 2596
MP K-3 9 MIN OF 1975
SHOWS CHANGES IN NATURE THROUGH FALL AND WINTER. DESIGNED TO ELICIT STUDENT PARTICIPATION.

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APPENDIX A

Education Code Requirements Affecting History and Social Science Instruction

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

.....

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.
(h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213
Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.
(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.
(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.
(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX B

Education Code Sections Requiring the Observance of Special Events

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States (September 17, 1787) exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

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